

Name: _____

Date: _____

**HOUSTON INDEPENDENT SCHOOL DISTRICT
OFFICE OF SPECIAL EDUCATION SERVICES**

ARD/IEP SUPPLEMENT: Extended School Year (ESY) Services

TAC §89.1065

i The *Extended School Year (ESY) Services Consideration and Decision-Making Guide* must be completed and used as part of the ARD/IEP meeting. Once completed, attach the Goals and Objectives, Schedule of Instructional Services, and Related Services and Other Instructional Services sections of the ARD/IEP document to this completed supplement.

Extended School Year (ESY) Services considerations are recommended from formal and/or informal evaluations provided by (check appropriate box):

- ☐ Parent/Guardian/Surrogate Parent
- ☐ School district personnel directly involved in the student's educational program
- ☐ Adult Student
- ☐ Other: _____

Related Services and Supplementary Aids and Service Needs (check and describe all that apply):

- ☐ Transportation: (Describe) _____
- ☐ Health/Medical: (Describe) _____
- ☐ Adaptive or Communicative: (Describe) _____
- ☐ Supplementary Aids/Services: (Describe) _____

ESY Services Delivery Models/Methods and Frequency/Duration:

ESY Services Delivery Model/Method	Frequency/Duration (✓ check all that apply) (e.g., <i>Incremental Instruction Services two-week blocks</i>)				
	Traditional Four-Week Services	Incremental Instruction Services	Itinerant Teacher Services	Home-Based Services	Extended Day Services
Community-based instructional services					
Home/community-based services provided by a parent with HISD staff support (e.g., home packets, and/or at-home strategies monitored by staff)					
Interactive programs, distance learning					
Itinerant teacher support					
Learning modules					
Predetermined amount of intensive review prior to the start of school year or day, immediately following an extended break (e.g., one week, three hours a day for three weeks, etc.)					
Resource classroom services					
Self-contained classroom services					

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Service Area (i.e., academic, functional, behavior, related service)	ESY Criterion	Frequency	Duration	Location (i.e., special education, general education, flexible location on campus)	Service Delivery (i.e., direct, collaboration, consult)

Using the sample ESY conversion table below, frequency and duration for the goals and objectives that will be addressed during ESY Services can be calculated.

ESY Services Conversion Table

# of minutes on goal per day	X	# of days	=	# of minutes for each week
30 min	X	3 days	=	90 min/week

Note: If the student receives 30 minutes of instruction on those skills/goals in the IEP for 3 days, then the student receives a total of 90 minutes each week.